

## LESSON PLAN:

# Topic 4.2: Treaties are Forever – A Promise is More Than A Promise

## KINDERGARTEN

**THEME:** MAAMAWI: “All Together”

**SUB-THEME 4:** Treaties

**TOPIC 4.2:** Treaties are Forever – A Promise is More Than A Promise

### Lesson Overview:

Students will learn that the Treaties were made with the future generations in mind. They will begin to understand the phrase “as long as the sun shines, the grass grows, and the rivers/waters flow” which outlines the time period that the Treaties are to be honoured – forever.

### Treaty Essential Learnings:

By the end of the lesson, students will be aware that:

1. Treaty agreements are to be honoured forever.
2. Treaty agreements were made with the future generations in mind.

### Links to Manitoba Social Studies Curriculum:

- 0-KC-004 Give examples of ways in which people cooperate in order to live together peacefully.
- 0-KH-019 Recognize that they can learn from stories of the past.
- 0-VH-004 Demonstrate interest in stories of the past.
- 0-KL-0134 Give examples of how the natural environment influences daily life.
- 0-VI-003 Appreciate the beauty and importance of the natural environment

### Materials Required:

- Parental note asking that each student bring a small container from home for planting (have extras in case someone forgets theirs)
- Soil
- Book: *The Friendship* in the Kit.
- Puppets in the Kit.

ENGAGEMENT PROCESS	TEACHING AND LEARNING ACTIVITIES
<p><b>Activate</b></p> <p><i>How will students prepare for learning?</i></p>	<p>a) Assemble students into a large group setting.</p> <p>b) Focus on the segment of the Treaty story in <i>The Friendship</i> that depicts the promises the two nations made to each other.</p> <p>c) Initiate discussion, lead questions:</p> <ul style="list-style-type: none"> <li>• What was the promise? (<i>First Nations promised to share the land; Newcomers promised the First Nations people would always have special privileges</i>).</li> <li>• Was the promises kept? (<i>Yes, First Nations shared the land and gained special relationship with Crown (Canada)</i>).</li> <li>• Have you ever made a promise? What was it?</li> <li>• Did you ever break a promise? How did you feel about it?</li> <li>• Why should you always keep the promise? (<i>To keep your integrity, your responsibility; it is honesty, the right thing to do</i>).</li> <li>• How long is a promise? (<i>As long as the two people agree to</i>).</li> </ul>
<p><b>Acquire</b></p> <p><i>What strategies facilitate learning for groups and individuals?</i></p>	<p>a) Go the on the segment of the Treaty story in <i>The Friendship</i> that illustrates how long the Treaties were to be honoured. <i>Treaties were promised for as long as the sun shines, the grass grows and the waters flow</i>.</p> <p>b) Ask students what they think that means.</p> <ul style="list-style-type: none"> <li>• How long is the promise? (<i>A very long time</i>).</li> <li>• Why are Treaties more than a promise? (<i>Because the sun will always shine, the grass will always grow, and the rivers/waters will always flow as long as the world exists. Treaties are forever</i>).</li> <li>• Do the Treaties still exist today? (<i>Yes</i>).</li> <li>• Who is a Treaty person? (<i>All Canadians, Manitobans, I am</i>).</li> <li>• Do you have to keep the Treaty promise? (<i>Yes</i>).</li> </ul> <p>c) Tell the students that he/she is very proud of all of them for being such good Treaty citizens and that to celebrate their good efforts they are going to plant a seed of hope to keep the promise and show that the Treaty relationship can remain strong with care e.g. symbolism of the plant being watered and fed regularly.</p>

<p><b>Apply</b></p> <p><i>How will students demonstrate their understanding?</i></p>	<ul style="list-style-type: none"> <li>a) Instruct students to prepare their desks or spaces for planting and to retrieve their planter from home (e.g. everything put away, newspaper cover).</li> <li>b) Fill each student's container with soil and give them a seed to plant (1 inch deep) and to cover with soil; teacher will water each student's seed.</li> <li>c) The teacher will invite discussion: <ul style="list-style-type: none"> <li>• What does the seed need to grow? (<i>Water, sun, earth, and most importantly – someone to care for it, water it every day, watch over it – keep it safe</i>).</li> </ul> </li> <li>d) The teacher will ask the students "What is your promise to your plant? (<i>Promise to take care of my plant, water it, and keep it safe</i>).</li> <li>e) The Teacher will ask the students "what is your promise to the Treaty? (<i>To keep it, to honour it, to respect it</i>).</li> <li>f) Over the course of the growing period, students will be allowed time to care for their plant and watch it grow. The teacher will reinforce concepts of keeping care of Treaty promises, similar to caring for the plant.</li> <li>g) Students can take it home once it has sprouted and encourage them to share the teaching that link the growing of the plant and the Treaty promises (<i>honour the care of the plant/Treaty, everyone's individual responsibility to care for the plant/Treaty, etc.</i>).</li> <li>h) Encourage students to share the Treaty story with their family.</li> </ul>
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### Further Learning:

- Read the story: *A Promise is a Promise*<sup>35</sup>; and engage students in a discussion as to why a promise is so important; and how a promise is like a Treaty.
- Read the story *We Are All Treaty People* from the Kit; and engage students in a discussion of what it means to make a promise that last forever "as long as the sun shines, the grass grows, and the river flows". Have students draw their own picture of this promise.

### Assessment:

Reference Available:

- Manitoba Education and Advanced Learning retrieved at [http://www.edu.gov.mb.ca/k12/assess/docs/policy\\_k12/full\\_doc.pdf](http://www.edu.gov.mb.ca/k12/assess/docs/policy_k12/full_doc.pdf)
- Treaty Education Initiative (TEI) retrieved at <http://www.trcm.ca>

<sup>35</sup> (Munsch, A promise is a promise, 1988)